



## USE OF RADIO AS A TOOL OF LEARNING IN CRISIS PERIOD

Adaobi Olivia Okeke

Department of Mass Communication  
Nnamdi Azikiwe University, Awka

findolivia2k3@gmail.com

Julius Chibuike Nwosu

Department of Mass Communication  
Nnamdi Azikiwe University, Awka

nwosujuliusc@yahoo.com

Gloria Nneka Ono Ph.D

Department of Mass Communication  
Nnamdi Azikiwe University, Awka

nne\_\_ka07@yahoo.coM

### Abstract

*Radio has remained a powerful medium of communication and this is due to the fact that its message contents can be received at distant places as a result of its wide coverage and its ubiquitous nature. It has the ability to reach large audiences because it is relatively cheap and can function without electricity. Therefore, it is regarded as the most accessible tool of technology used for information dissemination. Studies have found out that radio is the most popular broadcast medium used for teaching in times of crisis all over the world. This is due to the fact that it is relatively cheap and can be easily accessible. Unfortunately, little attention is being given to radio as a tool that can enhance education especially in crisis period. An instance is the COVID-19 pandemic that has shut down the academic walls in Nigeria and elsewhere around the globe. Against the foregoing, this paper sought to conceptually look at the power of radio broadcasting as a platform that will not only provide a new way of teaching, but make available effective tool that will augment class room teaching during and after the ravaging Corona virus pandemic. The paper highlighted the role radio could play as well as the benefits of radio as a tool for educational learning in the period of the COVID-19 pandemic. The study highlights the fact that the COVID-19 pandemic effects on education could have a lasting impact on the trajectory of education in Nigeria if not tackled with the utmost urgency it deserves.*

**Key words:** Radio, Radio Education, Crisis, COVID-19, Pandemic, School closure

### INTRODUCTION

The world has suffered from some pandemics that have brought its socio-economic activities to a standstill. The Corona virus disease (COVID-19) which is the latest pandemic the world is currently experiencing started out as an epidemic in Wuhan China in December 2019 and ended up as a pandemic that has thrown the whole world into a war like situation with thousands of deaths recorded in many countries, Nigeria inclusive. Health systems are bewildered, local and global economies are at their worst in decades and the educational sector of the primary, secondary and tertiary institutions closed down.

The past months have heralded an array of government regulations across Nigeria and other parts of the world in a bid to decrease the spread of this deadly corona virus disease. Starting from airport closures, to nationwide closure of schools and lockdowns in different states of the country, these strict regulations were put in place to forestall an epidemic that could put a



lot of lives at risk. These regulations did not come with its own drawbacks especially in the educational sector. The impact of school closures has been felt largely by students and pupils as they had to stay home with little or nothing to do. As children stayed home and time went by, it became increasingly necessary for some form of learning to be taking place to keep the children engaged as the solution to the deadly virus is sought. While the government released a COVID-19 contingency plan, the information contained within the document focused on keeping schools safe during the pandemic, counseling and providing information to the students about preventive measures and actions to curb the spread. However, with this contingency plan it was evident that there was a gap that needed to be filled – to ensure that learning continued even in the face of stay at home and lockdown directives. For an existing ailing education system, the COVID-19 presents monumental challenges on the government, students and parents that will highlight and could amplify some of the cracks in the system. Given the situation of events today, the nation’s capability to continue learning will hinge on their ability to quickly utilize available technology, make available adequate infrastructure and deploy stakeholders to prepare substitute learning programmes.

In most cases, Nigeria’s educational sector is not adjusting and is likely to struggle on that front for the expectable future. However, the major socio-economic burden will be shared excessively by students in public schools as compared to those in private schools. As most private schools took the direction of online learning for its pupils and students, it became evident that most pupils and students particularly those from public schools where internet connectivity might not be certain may miss out from the online teachings. Obiakor & Adeniran (2020) noted that while private schools have started to establish distance learning programs and getting benefit of the host of ICT learning amenities offered by the international community, the government constrained by funds and incessant inadequacies in planning are still to announce any official strategies for providing distance learning amenities, particularly for public schools. The consequence being that these students and pupils presently have no formal learning arrangements and could be missing learning entirely.

Broadcasting educational programmes during the COVID-19 period can be done speedily and easily and if done correctly, will produce exceptionally satisfactory education outcomes for learners. And utilizing radio remains one of the only ways to impact majority of the most deprived students and pupils at a reasonable cost. This paper looks at how radio as a cheap and accessible communication tool can be maximized to ensure sustained learning, even in the period of the lockdown. Radio according to Onyejemezi (2006) is recognized as a useful and most accessible means of providing learning experiences for a large number of students.

### **STATEMENT OF THE PROBLEM**

The Corona virus disease, a highly infectious disease which started as an epidemic in Wuhan China and has gradually become a world pandemic has without doubt negatively affected the global economy. It has compelled many businesses to temporarily shut down and governments across the globe had to place a restriction on movement while exempting purveyors of essential services who are to accurately observe social distancing rules while offering services as a way to contain the spread of the virus. Obiakor & Adeniran (2020) states that there has been an array of control measures by the government in their bid to curtail this pandemic which has become a worldwide problem. From a nationwide closure of schools to several lockdowns in various states, a decline in the educational learning process of children is expected. Access to vital educational services provided by schools have been denied most Nigerian students as a result of the school closure. Most private schools in an



attempt to close the gap that trails the lockdown have resorted to online teaching. But the question is: how many children would gain from the online teaching considering the current economic situation in the country? Even where some of them might profit from the exercise based on their social status, how many would generally have this benefit when the monetary competence to power most of the platform that enhance e-learning is capital intensive? This of course, is where radio comes in as a panacea. Several studies amongst (Onyejemezi, 2006; Akpan, 2008; Owuamanam, 2010) have demonstrated that radio is the cheapest and most affordable technological means of information dissemination. Unfortunately, radio has been under-utilized when it comes to educational learning, this is especially in Africa, Nigeria in particular where this platform has not been successfully employed as a learning tool. What could be the cause of this? These are the particular problems that necessitated this study. Can radio be maximized effectively in Nigeria as a tool for educational learning? It is against this backdrop that this paper tries to highlight the benefits of radio as a tool for educational learning and critically assess how it can be maximized towards ensuring a constant learning experience for Nigerian schools. This is from the beginning to the end of the COVID-19 pandemic.

### **LITERATURE REVIEW**

Radio is one of the most popular means of communication. It was first utilized by the government and military to transmit information to each other especially in times of war. As time went by, it became a popular means of receiving information for many people as well. It permitted the common man to have a voice that could be heard. Duby (2006) asserts that radio is one of the simplest and most affordable broadcast media technologies and as a result is being used for educational purposes especially in time of crisis.

Onyejemezi (2006) states that using radio as an educational tool allows the students to listen and get a feel of what their teachers are talking about. Sometimes, some of the lessons are written in a way that allows the students to have a grip of the information temporarily but the radio is often more entertaining than reading the same material. Circell (2004) opines that radio helps bring students together and connects them to one another; hence, the usefulness of radio in times of crises. Educational radio aids the students to continue learning especially in the Covid-19 pandemic in Nigeria; thus, helping to keep the students at home to reduce the spread of the disease and at the time keeping them busy with academic teaching.

According to Duby (2006), educational radio has been applied within a wide collection of instructional design contexts. In some cases it is assisted by the use of printed materials, by local discussion groups, and by regional study units. It is sometimes designed so as to allow and inspire listener reaction and comment. In some cases, there is opportunity for the audience to raise questions and to receive feedback.

In their evaluative study focusing on interactive radio, Bansal and Choudhary (1999) revealed that radio holds great prospects in terms of assisting students who are learning at a distance or who are confined at home as a result of a crisis breakout or pandemics. The first program of study to use interactive radio as a mode of distance education delivery was a radio project focusing on students enrolled in IGNOU's Management and Bachelor Preparatory Programme. Students registered in this introductory effort reported that the interactive radio sessions proved functional in helping them achieve their coursework targets. Students registered with other institutions and the general public also partook in these interactive radio sessions. These two groups remarked interactive radio as an 'interesting experience'. Fundamentally, the Management and Bachelor Preparatory Programme students also enrolled



a higher rate of involvement using interactive radio, than during teleconferences and even face-to-face sessions.

Karim, Kama, and Islam (2001), examined the role of radio and TV programmes used in distance open learning system at the Bangladesh Open University. They revealed radio and TV programmes aid learners on how to utilize the courses, and provide adequate explanations of concepts.

Sukumar (2001) conducted a study of interactive radio counseling as applied in IGNOU. He found that radio counseling makes available an excellent opportunity for learners in remote areas to point out their concerns, ask questions, and generally interact directly with teachers and speakers. Interactive radio counseling also provides a chance for the general public to connect with speakers, thus adding a brand new and enhancing dimension to the general publics' learning experiences. Sukumar's study also revealed listeners considered radio counseling as both popular and successful.

Sambo (2012) stated that radio is a tool that invests the past with an air of reality. They provide the learners with realistic experience, which capture their attention and help in the understanding of the historical phenomena. They appeal to the mind through the visual auditory senses. Also, Ortyoyande (2006) noted that we receive knowledge through our senses; they also noted that if we hear we forget, if we see we remember, and if we do something we know it. So, access to educational radio makes learning process more effective and productive which is why radio learning is advocated for especially in the time of crises like the COVID-19 pandemic in Nigeria and the world at large. Also, those educational programs can be recorded to benefit Learners by listening and viewing the lesson programs severally, hence aids their retention. Therefore, educational radio encourages learning, makes it easier and interesting.

Eyyam and Menevis (2010) found that teachers agreed that the educational radio has a positive impact on their experience. In the same way, Ozcinar, Hursen, Ozdamli (2009) observed that teacher trainees believed in positive effects of educational radio in times of crisis. More so, educational radio can provide instruction for one group of students whilst the teacher is occupied with another. As a medium that can be listened to in the privacy of one's home or room, they are often the preferred choice in times of pandemics like the COVID-19 where students are expected to be indoors and still be engaged in learning.

Jaminson and MC Anancy (1978) report four main advantages of educational radio which are; improve education quality and relevance especially in crisis times, lower per student educational costs; enhance access to education especially for under-privileged students or groups and ; It provides an evident clear audio and visual signal, which is specially necessary in instructional programs. Thus, radio remains a medium that had proven its educational worth in terms of both pedagogical relevance and geographical reach.

Right from the early days, the Nigerian Broadcasting system has given preference to educational service (Agba & Brown, 2012). According to them, the kind of selection then was the informal and mobilization kinds. At best, their concept and method of educational broadcasting was the mobilization kind that was planned towards mobilizing the populace. In the context of African struggle at that time, mobilization was educational. Agba & Brown (2012) stated that by 1954, it was observed that radio broadcasting can be utilized for comprehensive formal educational purposes.



According to them, a pilot study was carried out by the western Nigeria Broadcasting Service (WNBS) under the direction of one Tom Chalmers. The assessment was on subject lessons to schools in Lagos area. It was then realized that schools broadcasting could be of great use in inspiring and assisting teachers and pupils alike could hasten the speed of educational advancement in Nigeria. This discovery led the British government to send Richmond Postgate to Nigeria to study the potentiality of beginning school broadcasting in Nigeria. He was directed to report to the federal adviser on education “a comprehensive programme on broadcasting on English and the main vernacular at primary and secondary school levels with special reference to regional essentials. In 1955, Postgate in his report suggested school broadcast. He also recommended that school broadcasting should be partnership between National Broadcasting Service (NBS) and educational establishments. The role he anticipated for NBS are: Set up the broadcasting apparatus; recruit broadcasters, scriptwriters and performers and assist in training teachers in the use of broadcast. The role for educational authorities was to:

- Confirm that inspectors and teachers receive proper training to use broadcasting.
- Establish the content of syllabus of the subject to be taught.

Agba & Brown (2012) noted that the Postage submission could not be carried out by the Federal government due to lack of money. But the northern government according to them, in May 1957 started school broadcasting on Radio with a programme on English Language for primary schools. Regardless of the set back encountered in the purpose of using broadcast amenities for formal educational objectives; there has always been the resolve on reviving the concept. La’aro (2004) states that in the early 80s, several state broadcasting stations developed educational programmes on radio that were created after the schools’ curriculum. He noted that the Federal Radio Corporation of Nigeria, the manager of “Radio Nigeria” produced many programmes that are derived from the books produced by the Nigerian Educational Research and Development Council (NERDC) or other materials approved by the council. The target audience for such broadcasts was Junior Secondary School Students, Senior Secondary Students and Primary school teachers, particularly the pivotal category. La’aro (2004) again noted that the objectives were the augmentation and strengthening of what the children have been taught in classroom and to stimulate the minds of the teachers focused on. But regrettably, such programmes could not be maintained due to lack of funds and they were sidelined to the background.

Obiakor & Adeniran (2020) states that the advent of the corona virus has brought about a rude awakening to the necessity of using radio for formal education in times of crises as children are not in school as a result of the lock down. Government in its bid to keep the children busy at this period has resuscitated the use of radio for formal education. Though most private schools took to online teaching to continue the learning experience with their students and pupils, Radio is adjudged to be the best tool for continuing the learning process in times of crisis.

### **Modes of Radio use in Educational broadcasting during Crisis period**

The concept of radio educational broadcasting means the system through which radio is used to attain the objectives of formal, informal and non-formal type of education particularly in times of crises or pandemics such as that of the COVID-19 which is currently ravaging the world. Radio educational broadcasting can pertain to programmes that are enlightening,



informative and intellectually stimulating. It can be introduced at home or at school. It is often directed to a target audience at desired locations. La'aro, (2004) in Agba & Brown (2012) stimulates that radio educational broadcasting can be observed from four different modes of education which are:

- **Formal Educational Broadcasting:** Addresses the use of radio for instructional objectives that conform to the characteristics of formal education- a formal syllabus, stringent grade system, formal school hours, formal certificates and general formal school experiences.
- **Non-formal Educational Broadcasting:** This means a situation in which the resources (human and material) of radio services are utilized to obtain the needed skills of adults without extracting them from their work-day habits. It involves the procuring of functional knowledge that is meaningful to the adult social/ working responsibilities.
- **Informal Educational Broadcasting:** This means the daily encounter with radio programmes that assist individuals to gain knowledge; however, the individual did not set out to acquire it but does through daily encounter with radio broadcasting. It is in this reason that radio broadcast houses affirm to be educating their audience. The layout may come in different formats like news, drama, discussion programmes and documentaries.
- **Mobilization Educational Broadcasting:** These are the purposively planned radio broadcast messages intended to encourage, convince, dissuade, motivate the general public to conduct themselves in certain, desired ways. It is about urging people to agree to the perspective of the sponsor. The format may be in Jingles; basically composed lyrics or any other broadcast programme pattern.

### **Radio Educational Broadcasting Strategy**

According to Agba et al (2012), the strategy applied in using radio to promote the objectives of education in periods of school closure as a result of crises is different depending on the type of education under study. La'aro (2004) cited in Agba & Brown (2012) has discovered the following strategies:

- **Substitute for Teachers:** Direct classroom teaching can be organised through radio broadcasting. This kind of radio teaching is adopted where there are many pupils but fewer teachers and also in crisis situations that require students and pupils to be out of the school environment for a period of time. The growing necessity for constant learning inspite of the hindrances caused by the COVID-19 pandemic in our country, where there is a temporal school closure call for the application of these educational broadcasting strategies to fill the gap. This strategy is most appropriate for educating pupils and students at home. This will go a long way in continuing the pupil's learning process that had been halted as a result of the pandemic.
- **Supplementary/ Enrichment Role:** This is utilizing radio broadcasting to complement the efforts of teachers. In this case, radio programmes are prepared in accordance with the curriculum content of specific subjects. The planning of the broadcasting programme will be based on research findings regarding the time use pattern of the target audience. The teacher would then turn the attention of the students or pupils to the programme as enhancing or augmenting what has been



discussed in normal classroom setting. For absolute utilization of the programme, the teacher must emphasize the importance of the programme to their students' or pupils' academic performance. As most private schools have taken to online teaching, this strategy would supplement the teaching and enrich the students with a more rounded knowledge of a particular subject.

- **Distant Learning:** Radio broadcasting is fundamentally used as part of the distance learning plan to reach students in the comfort of their homes. This is completely dependent on the success of the operational arrangement. Though it is prone to large operational and environmental challenges that may be discouraging, it could go a long way to aid in the continuous learning of students in a crisis period.

### **COVID-19 Crises and the Educational sector in Nigeria**

According to Obiakor & Adeniran (2020), in Nigeria, on March 19<sup>th</sup> 2020, the Federal Ministry of education permitted an approval for the closure of all schools to prevent the spread of the COVID-19 virus. School closure has not only had a distressing impact on students and pupils, teachers and their families, but has led to far-reaching economic and societal consequences. There is the worry that if schools continue to stay shut down, the learning process of students and pupils will be highly threatened. According to UNESCO as cited by Obiakor & Adeniran (2020), about 35.9 million primary and secondary school learners in Nigeria are currently out of school as a result of the school closures. They further stated that in Nigeria, school advantage is connected to income level and public schools differ from private schools in the populations they serve. While private schools benefit learners from higher socio-economic backgrounds who are ready to pay more to obtain the better resources provided by private schools, public schools which are often free constitute students from lower socio-economic households and low income earners. In cases, where distance learning opportunities are accessible, response will be low from the students in the public school section and this could be as a consequence of poor infrastructure such as lack of electricity or poor/no internet connectivity.

A longer term aftermath of school closures will intensify educational inequality as findings have revealed that most private schools have started online classes with their students and pupils while those students from public schools are left behind as this ICT based resources to promote learning relies largely on the level and quality of digital and internet access of both the learners and their school management. This introduces a major challenge around educational inequality, given the technical landscape and income driven digital-divide, how then can accessible technology be utilized to support already marginalized students and pupils during these closures?

### **Radio as a tool for Educational learning in crisis times**

Reaching the susceptible population in Nigeria will necessitate adopting a learning delivery technique that can be easily available to the poor. Studies have proven that over 80 percent of the adult population in Nigeria have contact with radios and phones; it would then be possible to reach most children that may have been left out in the online classes through this medium. (Obiakor & Adeniran, 2020) Radio is a powerful medium for mass communication. This is because of the fact that broadcasts from a powerful transmitter can be received at distant places; however remote the place is situated. Radio can play a major role in transmitting knowledge to school children. Buttressing the above view, Agba & Brown (2012) observed that "such broadcasts are used during particular days and specific school hours mainly to the advantage of the educational institutions"



Radio broadcasting continues to be recognized as a useful means of offering learning experiences for larger number of students. Onyejemezi (2006) posits that radio has a lot to offer especially in African schools where there is a dearth of competent and specialist teachers. The radio serves a combined purpose in the sense that on one hand, the learners profit much from the skilled and expert demonstration through the radio, the teacher on the other hand comes into interaction with the expert tutor of his special subject. Thereby they acquire in knowledge and methodology. Radio broadcasts assist teachers in the field where they find themselves relatively ignorant and inexperienced. It plays an important role in reaching, informing and educating people in periods of crisis; Mohanty and Rath (2007) note that it is one of the best educational media that can be applied to communicate educational programmes to distinct classification of audiences anywhere on earth. Again, Mason (2004) notes that radio in education can offer useful answers which different learners can easily utilize. He further maintains that radio can be significant to distant learning for students in primary and secondary schools, colleges and universities. He also believes that radio programmes can provide flexibility and exposure and easy reachability to knowledge as well as better outstanding order thinking and skill transformation with high tech learning environment. According to him, radio can produce new distance milieus in which learners are able to take greater responsibility for their own in creating their own knowledge. Circell (2004:48) asserts that learners can share and communicate ideas, beliefs, opinion, knowledge and information through educational radio. Radio permits for live interaction among learners, instructors and resource persons. As most private schools have resorted to online teaching through the internet, it is estimated that most students from low income homes who cannot afford the cost of data might be left out in the continuous learning process.

According to the Digital 2020 Global Overview published in January 2020, about 60% of Nigerians are not connected to the internet. The statistics for mobile phones which could also be utilized as a learning medium are more certain. According to the report, around 169.2 million people that is 83 percent of Nigerians have opportunity to mobile phone connections, however of these, 50 percent that is about 84.5 million people live in urban areas. For the population with access, the percentage would be slanted towards high socio economic households and urban households; a massive majority of whom are private school students who already have a learning leverage over their public school peers. For children from poorer backgrounds who are inclined to have less opportunity to internet connectivity, computers and other devices and live in rural areas where local languages take precedence over English, ICT learning uptake will be inadequate. Obiakor & Adeniran (2020) opine that the disparity in access to ICT based learning has the negative effect of further aggravating the existing disparities in learning resulting along socio-economic lines and the urban-rural divide. Given that the school closures are currently indefinite, these students and pupils would continue to fall further behind. To avoid this set back, radio is best suitable for this continuous learning to take place. This is because studies have revealed the simplicity and affordability of radio as regards access to educational broadcasts in times of crisis.

### **Benefits of Radio as a tool for Educational learning in the Crises times**

The advantages of using radio as an educational medium in crisis times cannot be over emphasized. Besides the affordability of radio, below are some of the benefits of using radio for educational learning:

- Radio can connect to a wide audience, as wide as distance and reception will permit.
- Radio administers a less-expensive means for reaching a large geographically scattered population with consistent classroom teachings.



- Radio lesson can provide up to date or latest and accurate information about classroom teachings on different subjects.
- It sometimes supplies source of materials for the main stream of classroom work.
- It composes a supplementary source of information enabling the pupils to listen to original instructional talk by the experts of the subjects under study.
- Radio is readily accessible.
- Radio is easy to use. Almost everyone is conversant about and comfortable with the use of radio.

### **Radio Educational Learning: A Reprieve for Nigeria Education in times of crisis**

The instant results of the pandemic might be critical, but this crisis provides a unique turning point; a chance to learn, reshape, and build doggedness into the educational system in Nigeria. The crisis has referred to the fact that there is a necessary need to entrench suitable technology into learning. Technological solutions, like the use of radio in classroom learning can guarantee continuous learning outside the classroom and has the possibility of delivering better learning experiences at low costs.

Obiakor & Adeniran (2020), state that the post crisis period is a chance to invest in technology in both private and public school systems. To realize this system wide, it will be necessary to enforce public-private educational partnership. The crisis is an addition to the policy menu towards managing the out of school children as the forced closure of schools has emerged various modalities in reaching children when out of school.

COVID-19 has accentuated a critical gap in school based learning crises planning and emergency preparedness inside the education sector in Nigeria. Learning based contingency planning is important to make certain learning continue during times of crisis, to protect students and educators and to build doggedness within the education sector. The radio plays an essential role in conveying instructions and knowledge to school children.

Onyejemezi (2006) posits that radio has a lot to offer especially in African schools where there is a paucity of competent and specialist teachers. According to him, the radio serves a dual purpose. On the one hand, the learners gain much from skilled and expert presentation through the radio while the teacher on the other hand comes into communication with the expert tutor (master teacher) of his special subject. They both gain in knowledge and methodology. This is where the role of the Ministry of Education will essentially move beyond traditional policy making and regulations but to instruct Commissioners of Education to employ and utilize radios for educational learning within states, while the federal government harmonizes the state efforts by improving capacity and finance gaps. The government could extract from the experience of Sierra Leone, where the Ebola crisis caused school closures for about nine months. To reach the most vulnerable and excluded children, the government of Sierra Leone utilized radio to deliver lessons. The government chose this strategy because it is cost-effective and easy to use.

### **THEORETICAL FRAMEWORK**

This article is anchored on the Uses and Gratification theory which discusses the effects of media on people. How people use the media to satisfy their needs. The theory challenges the direct impact of the media on people. It affirms that as rational human beings, people make choices of what they want and the possible media they can use to satisfy their need.



This theory was propounded by Elihu Katz, Jay Blumler and Michael Gurvitch in the year 1974. It explains how people use the media for their own need and get satisfied when their needs are fulfilled. In other words it relies on two principles about media users. First, it characterizes media users as active in their selection of the media they consume. From this perspective, people don't use media passively. They are engaged and motivated in their media selections. Second, people are aware of their reasons for selecting different media options. They rely on their knowledge of their motivations to make media choices that will help meet their specific wants and needs. The implication of this study is that people use the radio for the gratification of their educational needs. They are motivated to use the radio for their learning needs because perhaps it is affordable and simple to use. It is a mass medium that can be harnessed to enhance an education campaign since it can span great distances and reach a large number of listeners. Because of its wide coverage, relatively low unit cost, ability to reach those who are illiterate and without the use of mains power, it has proved to be an effective educational medium. The fact that it is non-visual can be harnessed to improve education quality since the listener is compelled to support the sound message by using his/her own imagination. No other medium has this educational power of stimulating and developing the abstract thinking of its audience and enriching and activating the listener's imagination. Education stakeholders and the audience in general could be made aware of the cogent reasons that make radio suitable for teaching formal education to children in this period of the Covid-19 pandemic. The simplicity and affordability of radio could motivate them to make it their choice in meeting this specific need.

## CONCLUSION

Since its evolution, radio has played a crucial role in the field of education. Radio itself has advanced over the centuries. But the basic principle has remained the same: reaching to the masses at a lower cost. The immediacy, the accessibility, the simplicity of the medium has the wherewithal to sustain its importance in the educational system in time of crisis.

The central view of this paper is to draw attention to how radio can be used as a tool for continuous educational learning in crisis times especially that of the COVID-19 pandemic which has led to shut down of schools in Nigeria. The point of priority of this paper however is on the prospect of discerning effective curriculum delivery at the various levels of education through the amenity of existing radio stations considering the fact that schools are closed as a result of the COVID-19 pandemic. Without deliberate and concerted efforts, the COVID-19 pandemic effects on education could have a lasting consequence on the trajectory of education in Nigeria. The onus is now on us; do we permit this crisis to further intensify our education crisis or do we seize the chance to affect change that could address both pandemic-driven and pre-pandemic difficulties especially through radio educational learning?

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